DOCUMENT RESUME

ED 379 039 JC 950 118

TITLE Academic Program Articulation at Springfield Technical Community College: Building a Framework for Tech Prep and School-to-Work. Revised Edition 1995.

PUB DATE 95

NOTE 32p.; Materials presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995); for a related document, see JC 940 117.

PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS *Academic Education; *Articulation (Education); *College School Cooperation; Community Colleges; Curriculum Development; Education Work Relationship; High Schools; Tech Prep; Two Year Colleges; *Vocational Education

IDENTIFIERS Springfield Technical Community College MA

ABSTRACT

Springfield Technical Community College was the first college in Western Massachusetts to establish formal 2 + 2 articulation agreements with area high schools. As of September 1994, the college had signed a total of 65 individual agreements with 19 schools relating to 18 different associate degree programs. There are many benefits of curriculum articulation but most importantly it produces more graduates, with higher-level skills, and clearer goals. The first phase of articulation includes explcration of possibilities with secondary schools, exchange of visits between institutions, the development of recommended terms for an articulation, approval and formal signing of the agreement. The second phase includes program promotion, student application for credit, and periodic agreement review. A typical articulation specifies: (1) specific courses articulated and total number of credits awarded; (2) a competency level for the awarding of credit; (3) complementary course work that might be required; (4) recommended courses for optimal preparation; (5) each institution's commitment to some variety of promotional activity; (6) encouragement of students to take College English/Math Placement tests in the spring of senior year; (7) an agreement to meet annually to review, refine, or expand the agreement; and (8) recommendations reflecting particular interests or priorities in given fields (e.g., invitations to various departmental or campus activities). Appendixes include sample articulation agreements. (KP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 379 039

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Dunn

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC).

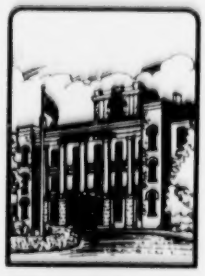
# ACADEMIC PROGRAM ARTICULATION AT SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

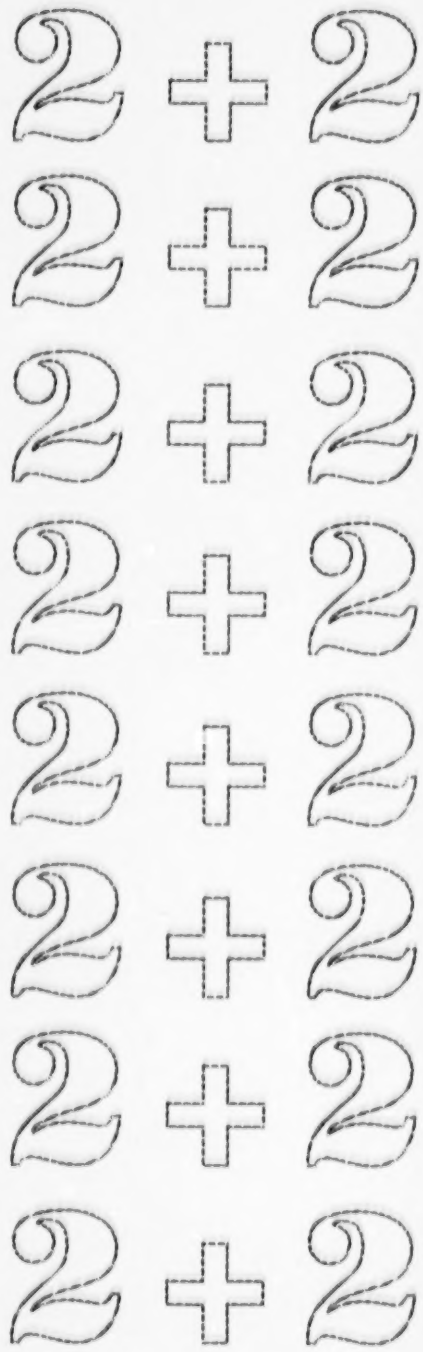
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



## Building a Framework for Tech Prep and School-to-Work

Revised Edition 1995




JC 950 118



BEST COPY AVAILABLE

**CALENDAR**
of 2 + 2 Activities in Partner Schools
in a Typical Year

| | |
|---|---|
| September-October | 2 + 2/Tech Prep College Coordinator visits schools to call on participating administrators, guidance staff, and faculty. Supplies information to new staff, recirculates copies of agreements, contributes to student/parent orientation activities. Also provides updates on current participants, begins scheduling presentation dates, and assesses need for agreement review/revisions. |
| November-December | College Coordinator, professors, and current 2 + 2/Tech Prep participants visit secondary classes to give presentations on career opportunities in relevant fields and corresponding STCC programs. 2 + 2 application process reviewed and names of interested students recorded. Meetings convened to explore new agreement possibilities. |
| January-March | Follow-up field trips by secondary staff and students to campus. College 2 + 2 staff participates in Advisory Committee meetings and open house activities, as requested. Articulation Committee meetings to review/ revise agreements, as needed. Formal signing of new agreements conducted in appropriate public forum. |
| April-June | Personal interviews, portfolio reviews required by certain agreements scheduled. Completed Articulation Certificates for all students applying to STCC forwarded to 2 + 2 Program Office in time for preregistration in first two weeks of April, when possible. Lists of all other eligible students generated for program files. Articulation goals for new academic year established. |

# 2 + 2 =

# *A Bright Future*

Springfield Technical Community College

## INTRODUCTION

Springfield Technical Community College was the first college in Western Massachusetts to establish formal **2 + 2** Articulation Agreements with area high schools. Starting in 1987, STCC announced a working partnership with Springfield Public Schools entitled 'The High School/Community College Connection* designed to facilitate the transition to college of secondary vocational and career/education students. In recognition of its efforts, in 1989 STCC was awarded a Massachusetts Division of Occupational Education grant of $44,000 to further develop its **2 + 2** articulation program with Chicopee Comprehensive High School's Vocational Education Division and Pathfinder Regional Vocational Technical High School. This funding was followed by a grant of $25,000 in 1990 to institutionalize our secondary/ postsecondary articulation programs at both levels.

As of September 1994, the College has signed a total of 65 individual agreements with 19 schools in eighteen different Associate Degree programs, ranging from Graphic Arts and Bio-Medical Instrumentation to Computer-Aided Manufacturing and Civil Engineering Technology.* These agreements have given scores of students the opportunity and motivation to use their secondary education as a springboard into postsecondary programs leading to highly specialized careers.

* See Appendix I

## WHAT IS 2 + 2?

Coined by Dale Parnell in his book **The Neglected Majority** (1986), the phrase "2 + 2" has been used to describe a variety of secondary/postsecondary collaborations, ranging from the straightforward acknowledgment of transfer-credit to ambitious curriculum restructuring, Grades 11-14, resulting in an across-the-board articulation of math, science, and communications competencies as well as those in technical areas. The STCC program has always provided substantially more than simple transfer-credit and has expanded in recent years into a full-fledged Tech Prep Associate Degree program with eight of its secondary partners.[1]

## WHY SHOULD SCHOOLS GET INVOLVED?

The benefits of curriculum articulation - to students, faculty, counselors and administrators at both secondary and postsecondary levels - are many. Obviously, the College has the opportunity through such arrangements to heighten awareness of its programs between high school students and staff. Secondary schools have a strong interest in providing incentives through such credit arrangements for students to pursue higher education, especially for those who might not otherwise choose to do so. They also like the message such arrangements give to students and parents alike--that vocational/technical courses and programs are not just for the non-college bound, but can lead to specialized postsecondary education and training well suited to emerging workplace needs. Few students fail to appreciate the advantage of bypassing introductory college courses in areas where they are already proficient, saving themselves time, effort and money. Beyond these readily apparent advantages, however, there are many other potential benefits that secondary/ postsecondary collaboration yields:

* Better communication between faculty at the high school and college levels, resulting in increased appreciation and understanding of each others' capacities, resources, and objectives.

* Consequently, the gradual long-term development of program curricula which serves <u>all</u> students in a more efficient and integrated way.

---

[1]STCC is one of three community colleges in the region leading TECH PREP WEST, which allows students in participating schools to pursue in their junior year an alternative college prep pathway that leads directly to an Associate Degree in a technical field, with a minimum of duplication and gaps in the instructional sequence. This handbook deals primarily with one component of Tech Prep: the development of for-credit articulation agreements with secondary schools, Further information on the Tech Prep program as a whole can be obtained from STCC's Tech Prep Coordinator.

- Through the avoidance of duplication and sharing of expertise and materials, better utilization of existing resources at both levels, saving taxpayer dollars.

- Early targeting and "grooming" of high-ability but sometimes low-performing students by counseling staff at both levels, resulting in the increased self-esteem and raised aspirations of traditionally non-college-bound, and often at-risk, students.

- Employer-perceived increases in workplace readiness of entry-level applicants in technical areas reducing the need for extensive training and retraining.

- Increased awareness by students of the wider opportunities and higher salaries higher education affords.

- Lower attrition rate in college programs because of students being better prepared for college-level courses at the secondary level.

In short, **more** graduates, with **higher-level** skills and **clearer** goals.

**2 + 2** articulation between high schools and community colleges simply makes good sense. There is a documentable need, on the one hand, for thoroughly educated technicians with specific, immediate skills and a capacity for life-long learning. There is, on the other hand, an alarming increase in the number of students stagnating in or dropping out of secondary schools because they don't see the "why" of their education. **2 + 2** provides a framework and foundation for the development of substantive, long-term collaborations that address both these problems.

# HOW DOES ARTICULATION WORK?

**PHASE ONE: Articulation Development**

**1. Exploration**

After an initial meeting with secondary school administrators and receipt of authorization[2] to explore possibilities for articulation, STCC's **2 + 2/Tech Prep** Coordinator meets with an administrative designee at the secondary level to review program goals and procedures and pinpoint program areas with articulation potential. The designated staff person might be the Assistant Superintendent-Director, the Vocational Coordinator, the principal, the technology education chair, or another person with similar functions.

**2. Exchange**

The STCC Coordinator then arranges an exchange of visits between department heads and/or designated faculty from both institutions so that both gain a substantive understanding of what the two programs comprise in terms of goals, curriculum, instructional process, resources, and equipment. Curriculum outlines, course syllabi, competency checklists, texts, etc., are reviewed in these meetings to identify required student competencies in a particular program area and apparent equivalencies between the two programs. Sometimes as few as two meetings, one at each site, are sufficient to gain this understanding; sometimes it takes more.

**3. Recommendations**

At this point, the STCC Coordinator, having attended the preceding meetings to assess the programs, expectations, and priorities of instructors, is usually able to suggest possible terms for an articulation. These are drafted in a list of recommendations from the "Articulation Committee." If any differences of opinion arise upon review of a written draft of the recommended terms, another meeting to negotiate an agreement is scheduled.

**4. Approval**

With the respective course syllabi attached, the formal list of recommendations is then passed on for review and approval to department heads (if they have not already

---

[2]**See Appendix II** for sample of Institutional Contract and **Appendix III** for Agreement to Articulate.

been participants), the relevant division dean at STCC, and the administrative designee of the secondary school. If no new concerns arise, a final draft of the complete agreement with signatures of above parties included is passed on further to the Executive Vice President at STCC and the Principal or Superintendent-Director of the school system.[3]

**5. Formal Signing**

Usually the final signatures of approval (by the STCC President and the Superintendent of Schools) are obtained in a suitable public forum, where the goals and objectives of the program can be formally announced to an appropriate audience with an accompanying press release. Often an Advisory Council meeting with representatives of business/industry, school staff, community members, students, and parents in attendance, provides an excellent forum for launching the program.

**PHASE TWO: Articulation Implementation**

**1. Promotion**

Too often completed agreements find their way into a file drawer to remain there, drawn upon only occasionally, if at all, by an individual who happens to remember they exist. Thus the STCC Articulation Program writes directly into the agreement a plan for cooperative **promotion** of the program, usually involving an annual exchange of visits by the instructors and students. Ideally in the fall, individual STCC instructors and the **2 + 2/Tech Prep Coordinator** visit the secondary program to give a presentation on career opportunities in the field, the STCC program in particular, and the advantages the **2 + 2** agreement affords. This presentation is followed in the spring by a visit to the campus by each secondary program instructor and a group of his/her students, where they receive a review of program specifics and the **2 + 2** option, and a general tour of the department and campus. In addition, staff of **STCC's 2 + 2/Tech Prep** program make themselves available for more broad-based school efforts to promote a choice for voc-tech education and technical careers. Participation in Open Houses, presentations for eighth-graders and their parents, in-service training for guidance counselors (Grades 7-12), and advisory council meetings are some examples of ways

[3]**See Appendix IV** for sample Program Articulation Agreement.

in which **2 + 2/Tech Prep** staff contribute to secondary outreach activities.[4]

**2. Application for Credit**

Throughout the year, as the **2 + 2/Tech Prep Coordinator** touches base with guidance and teaching staff in participating secondary schools, the names of students who have expressed an interest in taking advantage of the program surface. Springfield Technical Community College staff make themselves available to help with the application process and any questions/concerns that may accompany it. If the terms of a particular agreement require that students submit a portfolio of some kind by a certain date, the coordinator reminds participants of deadlines and arranges for an interview or submission of materials.

**By the end of April – close enough to the end of the marking period to be feasible for high school staff, but early enough to prepare for preregistration – STCC reminds all secondary staff to complete the following agreed-upon tasks:**

a) **find out among their graduating seniors who has applied or is likely to apply to STCC that year.**

b) **fill out Articulation Certificates (see Appendix V) for those students who meet the eligibility requirements as specified in the written agreement. The Articulation Certificates record the students' Social Security number, the courses certified for transfer-credit, and the signatures of the secondary instructor and administrative designee. Certificates are usually collected by the central 2 + 2 contact person in the school – often the Senior Guidance Counselor – who holds them for 2 + 2 staff to pick up or mails them directly to the 2 + 2 Office.[5] The 2 + 2 Coordinator**

---

[4]**See Appendix VI** for sample promotional materials.

[5]Certificates should not be mailed to the Admissions Office with the application but, as stated above, to the 2 + 2 Program Office. It is also wise for secondary schools not only to retain a copy for their own file, but to provide students with a copy as well in case any questions arise in the admissions process.

**is responsible for forwarding these to the Admissions Office and STCC Department Chairpersons, who will schedule the students accordingly.**

**3. Review**

Without periodic review and adjustment, agreements may become either stagnant, out-of-date or unworkable, as curriculum and/or staff changes lead to disparities in the previously established equivalencies. With 2 + 2 staff active and visible in the schools, and a regularly implemented calendar of presentations and field trips, much of the review is on-going; faculty and staff have several opportunities over the school year to identify difficulties, suggest changes or additions, and reconvene Articulation Committee meetings. Wherever this does not occur as a matter of course, the STCC Coordinator attempts to call together participants for a review at least once by the end of the school year.

# WHAT DOES A TYPICAL AGREEMENT LOOK LIKE?

A sample of a completed agreement appears at the end of this handbook (see Appendix IV). In brief, a typical agreement includes:

* Specific course/courses articulated and total number of credits to be awarded.

* A competency level for the awarding of credit or an agreed-upon letter grade in the articulated area.

* Complementary course work that might be required beyond the specific technology area, and acceptable grade-levels. (For example, a professor might ask that a student applying for articulated credit in Drafting also have at least a C in Algebra 1.)

* Recommended (though not necessarily required) courses for optimal preparation for a particular college program. (For example, High School Journalism might be recommended for a prospective Telecommunications major, or Principles of Technology for those students considering Civil Engineering Technology.)

* Commitment to some variety of promotional activity, usually at least one secondary classroom presentation and one campus tour each year.

* Encouragement to take College English/Math Placement Tests in the spring of their senior year. This allows students anticipating **2 + 2** time-shortened programs to enroll in summer school developmental courses during the summer if necessary to begin their Associate Degree program on target in the fall.

* An agreement to meet at least once annually to review, refine, or expand agreement.

* Signatures of appropriate instructional and administrative staff.

Besides these standard clauses, individual Committees are encouraged to add recommendations reflecting particular interests or priorities in their fields. Examples of such additional clauses include the following:

* An agreement to develop a guest-lecture model as part of the yearly exchange, with STCC faculty providing students with a model lesson rather than a purely informational program overview.

* Invitations to various departmental or campus activities: technology-specific lectures, teleconferences, workshops, Open Houses, science fairs, etc.

* A goal and timeline for developing a particular course or curriculum strand to effect additional articulated credit.

* An agreement to share particular facilities, equipment, or materials.

* A requirement that students submit documentation of proficiency beyond a grade from their instructor to qualify for the college credits. A competency checklist or ratings sheet might be requested, for example. Or a telecommunications student might be required to submit a sample reel, and a drafting student a drawing portfolio. The latter practice has some built-in advantages: it can motivate sometimes undermotivated high school Seniors to exert themselves more in their last semester; it also gets students on campus and connected with faculty through personal interviews.

* Other recommendations for expanding the articulation, such as exploring course audit or dual enrollment possibilities.

# 2 + 2
# NOT A SOLUTION: JUST THE FIRST STEP

Just as Springfield Technical Community College's **2 + 2** Program has grown in seven years from ten basic agreements between institutional administrators in a single city to over sixty unique and creative agreements with nineteen schools, so do we expect the next several years to bring further growth, sophistication, and effectiveness to **2 + 2/Tech Prep. TECH PREP WEST** expanded from eight to thirteen schools this year, and we continue with great enthusiasm the process of targeting students in their sophomore year, coordinating and refining their studies across the curriculum, and even developing advanced training or "honors" curricula within our associate degree technical programs. We are close to our goal of enabling such students to step into the employment world upon graduation as Master Technicians--"products" of a vocational/technical education that rivals in quality and substance a traditional College-Prep track.

Without the simple, but crucial framework and precedent for secondary/ postsecondary collaboration established early through the development of **2 + 2** articulation agreements, Tech Prep would not have progressed so far; neither would our institution and our region be nearly so well prepared for the exciting possibilities now open to us through the School-to-Work Opportunities Act.

Not a solution, but a first step, **2 + 2** provides the springboard for many such secondary/postsecondary collaborations--collaborations with the power to make, in the words of Dale Parnell, "winners out of ordinary people." These ordinary people comprise a segment of the student population we can ill afford to neglect any longer--the makers, doers, and sustainers of our future.

For more information about
the **2 + 2/Tech Prep Program** at
Springfield Technical Community College

CALL

**2 + 2/Tech Prep Program Office**
(413) 781-7822
**Ext. 3160**

# APPENDICES

# SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

## *2+2* ARTICULATION AGREEMENTS
as of 1/11/95

| *SCHOOL* | *PROGRAM* | *STCC MAJOR* |
|---|---|---|
| **PUTNAM** | Electronics | Electronics, LEOT, Computer Maintenance |
| | Electronics | Bio-Medical Instrumentation |
| | Commercial Art | Graphic Arts: Commercial |
| | Printing | Graphic Arts: Printing |
| | Heat and Air | Energy Systems |
| | Drafting | Mechanical Technology: CAD/CAM |
| | Health Assistant | Medical Assisting |
| | Electrical | Electrical/Robotics |
| | Machining | Mechanical Technology |
| **COMMERCE** | Accounting | Business Administration |
| | Data Processing | CIS/Data Processing |
| | Office Systems | Office Administration |
| **CENTRAL** | Drafting | Civil Engineering |
| | Drafting | Landscape Design & Management Technology |
| | Computer Science | Computer Science Transfer |
| | Computer Science | CIS/DP |
| | Electronics | Electronics, LEOT, Computer Maintenance |
| | Electronics | Bio-Medical Instrumentation |
| | Television Communication s | Telecommunications |
| | Graphic Arts | Graphic Arts |
| **CHICOPEE COMP VOC ED DIV.** | Drafting | Civil Engineering |
| | Drafting | Landscape Design & Management Technology |
| | Drafting | Mechanical Technology: CAD/CAM & CIM |
| | Machining | Mechanical Technology: CAD/CAM & CIM |
| | Electrical | Electrical/Robotics |
| | Electronics | Electronics, LEOT, Computer Maintenance |
| | Electronics | Bio-Medical Instrumentation |
| | Automotive (in process) | Ford ASSET Program |

# SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

## *2+2* ARTICULATION AGREEMENTS
as of 1/11/95

| | | |
|---|---|---|
| **CHICOPEE HIGH/ CHICOPEE COMP** | Communication Technology Program | Graphic Arts<br>Telecommunications |
| **SMITH VOCATIONAL** | Electrical | Electrical/Robotics |
| | Forestry/Horticulture | Landscape Design & Management Technology |
| | Graphic Arts | Graphic Arts |
| | Machining | Mechanical Technology: CAD/CIM & CIM |
| **PATHFINDER** | Computer Science | CIS/Data Processing |
| | Drafting | Mechanical Technology: CAD/CAM & CIM |
| | Machine Technology | Mechanical Technology: CAD/CAM & CIM |
| | Electronics | Electronics, LEOT, Computer Maintenance |
| | Electronics | Bio-Medical Instrumentation |
| | Horticulture | Landscape Design & Management Technology |
| | Heat/Ventilation/Air | Energy Systems |
| | Automotive (in process) | Ford ASSET Program |
| **WESTFIELD** | Electronics | Electronics, LEOT, Computer Maintenance |
| | Machine | Mechanical Technology: CAD/CAM & CIM |
| | Electrical | Electrical/Robotics |
| **FRANKLIN COUNTY TECH** | Computer Science Cluster | Computer Systems Technology |
| **DEAN** | Electronics | Electronics, LEOT, Computer Maintenance |
| | Electronics | Bio-Medical Instrumentation |
| | Graphic Arts | Graphic Arts |
| | Machining | Mechanical Technology: CAD/CAM |
| **TANTASQUA** | Drafting | Mechanical Technology: CAD/CAM |
| | Electrical | Electrical/Robotics |
| | Machining | Mechanical Technology: CAD/CAM |
| **NEWTON NORTH** | Graphic Arts | Graphic Arts |

# SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

## 2+2 ARTICULATION AGREEMENTS
as of 1/11/95

| | | |
|---|---|---|
| **MINNECHAUG** | Accounting | **Business Administration** |
| | Drafting | **Civil Engineering** |
| | Electronics | **Electronics, LEOT, Computer Maintenance** |
| **SOUTHWICK/ TOLLAND** | Technical Communications | **Civil Engineering** |
| **GATEWAY REGIONAL (in process)** | Drafting | **Mechanical Technology** |
| **CATHEDRAL H.S.** | Drafting | **Mechanical Technology** |
| **AGAWAM H.S. (in process)** | Drafting | **Mechanical Technology** |
| | Accounting | **Business** |
| **ROCKVILLE H.S. Vernon Ct.** | Technology Education | **Mechanical Technology** |
| | Horticulture | **Landscape Design & Management Technology** |
| **SOMERS H.S. Somers Ct.** | Plant Science | **Landscape Design & Management Technology** |
| **ATTLEBORO H.S (in process)** | Graphic Art | **Graphic Art** |

CMC/lar

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

**SPRINGFIELD TECHNICAL COMMUNITY COLLEGE**
**_____ PUBLIC SCHOOLS**

**INSTITUTIONAL CONTRACT**

**STATEMENT OF INTENT**

The purpose of this articulation agreement is to provide a mechanism that will enable students from the _____ _____ to transfer to Springfield Technical Community College and to receive credit for courses taken at the high school.

**PARTICIPATING INSTITUTIONS**

We, the undersigned representatives of the listed institutions, agree in principle to this concept and will charge our administration with developing program articulation agreements that will be executed by the Superintendent of _____ and the President of Springfield Technical Community College.

**ARTICULATION IMPLEMENTATION COMMITTEE**

Agreements shall be drafted, submitted for approval, and implemented by a committee which includes, but is not limited to, the appropriate Program Chair at STCC (or his/her designee), the corresponding Department Head (or designee) at _____, and the STCC Articulation Coordinator.

_____
Chair, Board of Trustees
Springfield Technical Community College

_____
Date

_____
Chair, School Committee
_____

_____
Date

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

## AGREEMENT TO ARTICULATE

This agreement is made between Springfield Technical Community College and _____.

We hereby agree to the following:

1. Participating instructors at the secondary and postsecondary levels will formally adopt and teach from a list of competencies (task list) based on job task requirements. Criteria for evaluation and recording levels of competency will also be formally adopted.

2. Designated representatives from each institution will meet on a mutually agreed upon schedule to review each area of articulation and amend, as necessary, the occupational task lists, evaluation system, and recording forms used to establish the levels of competency.

3. _____ will maintain for each student a competency record that identifies subject areas and levels of task achievement. This record will become a part of the student's official record and will be provided, upon the request of the student, to Springfield Technical Community College.

4. Springfield Technical Community College will evaluate the student's records received from _____ and award 2+2 Articulation transfer credit when appropriate.

5. All participating faculty, guidance staff and administrators will receive orientation on the articulation process described herein.

6. This agreement will be renewed on an annual basis by the President of Springfield Technical Community College and the Superintendent of _____, or their designees.

| | |
|---|---|
| _____ | _____ |
| President, Springfield Technical Community College | Superintendent, _____ |
| | _____ |
| 19 | |
| Date | Date |

APPENDIX IV (a)

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

PROGRAM ARTICULATION AGREEMENT
ACADEMIC YEAR 1990-91

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

Based upon the mutual concern for the needs of students pursuing the Mechanical Technology: Computer-Aided Manufacturing option program and in an effort to provide a continuing articulated program that builds on past learning experience and eliminates duplication of instruction, the following are agreements to which we mutually subscribe:

1. Students who have fulfilled the learning outcome objectives within the College's identified speciality area based on Pathfinder Regional Vocational Technical High School's secondary level of courses in the Machine Technology program, and who are recommended as being competent in this subject matter, will be recognized for 4 credits at Springfield Technical Community College.

| SECONDARY COURSE(S) CERTIFIED | STCC COURSE(S) ARTICULATED |
|---|---|
| SEE ATTACHED | SEE ATTACHED |
| (Name of Course) | (Name of Course & Credit Hrs.) |

2. Applicants for credit must meet all the admission requirements of Springfield Technical Community College and be an enrolled/ registered student in good standing with the College in the Mechanical Technology: Computer-Aided Manufacturing option program before credit is awarded.

3. Recommended:

David La Pierre 10/5/90
Vocational Coordinator, Pathfinder Reg. Voc. Tech. High School — Date

J.H. Warner 1/24/91
Division Chairperson, STCC — Date

Thomas H. Baillie 10/9/90
Assistant Superintendent-Director, Pathfinder Reg. Voc. Tech. High School — Date

[signature] 5-17-91
Executive Vice President, Springfield Technical Community College — Date

5. Approved:

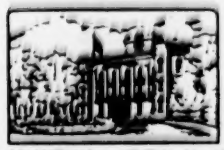
[signature]
Superintendent-Director, Pathfinder Regional Voc. Technical High School — Date

Andrew M. Sibelli 5-21-91
President, Springfield Technical Community College — Date

Original Curriculum Committee Report Attached



ONE ARMORY SQUARE, P.O. BOX 9000, SPRINGFIELD, MASSACHUSETTS 01101 • TELEPHONE (413) 781-7822



SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

PROGRAM ARTICULATION AGREEMENT

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

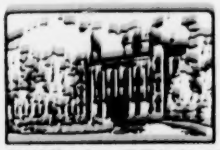
PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

1. Students who have fulfilled the learning outcome objectives within the College's identified speciality area based on Pathfinder High School's secondary level of courses in the Machine Technology program, and who are recommended as being competent in this subject matter, will be recognized for 4 credits at Springfield Technical Community College.

| SECONDARY COURSE(S) CERTIFIED | STCC COURSE(S) ARTICULATED |
|---|---|
| Machine Shop Grades 11 and 12 (Name of Course) | FA 111 Metal Machining I (4 credits) (Name of Course & Credit Hrs.) |
| AND | |
| Related Machine Theory Grades 11 and 12 (Name of Course) | (Name of Course & Credit Hrs.) |
| (Name of Course) | (Name of Course & Credit Hrs.) |
| (Name of Course) | (Name of Course & Credit Hrs.) |
| (Name of Course) | (Name of Course & Credit Hrs.) |
| (Name of Course) | (Name of Course & Credit Hrs.) |



ONE ARMORY SQUARE P.O. BOX 9000, SPRINGFIELD, MASSACHUSETTS 01101 • TELEPHONE (413) 781-7822



SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ARTICULATION RECOMMENDATION

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE MECHANICAL TECHNOLOGY

and

PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL

MACHINE TECHNOLOGY

The Mechanical Technology Articulation Committee has completed its assigned tasks and recommends that the following course, offered in the Computer-Aided Manufacturing option of the Mechanical Technology Program at Springfield Technical Community College, be processed for articulation and academic credit for graduates of the Machine Technology Program at Pathfinder Regional Vocational Technical High School.

1. FA 111 - Metal Machining I

The Committee recommends that the minimum grade level of achievement in the Machine Technology program on the eleventh (11th) and twelfth (12th) grade levels be a "B" or better (for BOTH the theory AND practical course work) in order to receive the articulation credits at Springfield Technical Community College. In addition, this Articulation process is to begin in September, 1990 with June, 1990 graduates from the Machine Technology program at Pathfinder Regional Vocational Technical High School being the first class to be considered for articulation and academic credit.

Additionally, the Committee recommends the following:

1. Seniors at Pathfinder Regional Vocational Technical High School be encouraged to present their secondary Cooperative Placement Program to the Mechanical Technology Department for review by its faculty to determine if additional articulation credits might be awarded for specific required courses in the Computer-Aided Manufacturing option.

2. Students at Pathfinder Regional Vocational Technical High School be encouraged to take Algebra I and II as scheduling permits.

3. Faculty from the Mechanical Technology Department at Springfield Technical Community College will visit Pathfinder Regional Vocational Technical High School to present lectures on selected topics and career opportunities in Metal Machining to students enrolled in the Machine Technology program at Pathfinder Regional Vocational Technical High School.

ONE ARMORY SQUARE P.O. BOX 9000, SPRINGFIELD, MASSACHUSETTS 01101 • TELEPHONE (413) 781-7822

4. The Mechanical Technology Department at Springfield Technical Community College will conduct informational tours and orientation programs for interested students from Pathfinder Regional Vocational Technical High School.

5. The Mechanical Technology Articulation Committee will work toward establishing an Early Admissions option that would enable qualified Pathfinder Regional Vocational Technical High School students to enroll in Mechanical Technology courses at Springfield Technical Community College in the spring semester of their senior year for dual college and high school credit.

6. Seniors at Pathfinder Regional Vocational Technical High School be encouraged to take the Springfield Technical Community College English and Mathematics placement tests by mid-April in case they need to take summer school courses at Springfield Technical Community College in order to successfully begin the Mechanical Technology curriculum in the fall.

7. The Mechanical Technology Articulation Committee continue to meet as required to evaluate and refine the courses and processes involved in this articulation program and to work toward expanding this agreement to include additional courses in Mechanical Technology at Springfield Technical Community College.

Attached are respective syllabi/student competency profiles from Springfield Technical Community College (FA 111) and Pathfinder Regional Vocational Technical High School (Grade levels eleven and twelve).

Respectfully submitted,

Springfield Technical Community College

Gary Masciadrelli, Chair
Mechanical Technology

Otto Paradzick
Mechanical Technology

Pathfinder Regional
Voc. Tech. High School

Paul Mimeault
Machine Tool/Machine
Shop Department

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ARTICULATION CERTIFICATE

ARTICULATION IN: _____
(Subject Area)

To the STCC Admissions Office

THIS IS TO CERTIFY THAT:

_____ OF _____
(Student's Name) (SS#)

_____ HAS COMPLETED COURSE WORK AS OUTLINED IN THE

_____ ARTICULATION AGREEMENT.
(Agreement Title)

SECONDARY COURSE CERTIFIED: _____
(Name of Course)

STCC COURSE EQUIVALENT: _____
(Name of Course & Credit Hours)

_____
(High School Faculty Member)

_____
(Date)

_____
Superintendent-Director

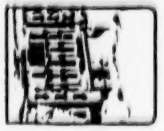
_____
(Date)

STCC 2+2 Coordinator to send copy
to appropriate Department Chairperson, STCC

# 2 + 2 =

- The PRVTHS vocational education program as the first step on the road to a college education.
- College credits for high school vocational coursework.
- High school math and science courses that prepare you to keep pace with a rapidly changing technology.
- Guest lectures by STCC faculty at PRVTHS. Field trips of PRVTHS students to STCC technology programs.
- A better chance at the 75% of new jobs in Massachusetts that will likely require some college training.
- Higher salaries for skilled technicians with an Associate Degree.
- Wide career opportunities for capable and skilled technicians.





*Springfield Technical Community College*
*One Armory Square*
*Springfield, MA 01105*

# PATHFINDER REGIONAL VOCATIONAL TECHNICAL HIGH SCHOOL
# +
# SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

# 2 + 2 ARTICULATION PROGRAM

APPENDIX VI
Sample Promotional Material

# 2 + 2 ARTICULATION . . .
# PLANNING FOR YOUR FUTURE AFTER HIGH SCHOOL

* Vocational students at Pathfinder Regional Vocational Technical High School are now able to earn college credit in their high school classes, thanks to a 2+2 Articulation Program which links the last two years of high school study with the first two years of an Associate Degree at Springfield Technical Community College.

* Rapidly changing technology means that most new jobs in Massachusetts will require some postsecondary education. With 2+2, Pathfinder Regional Vocational Technical High School vocational students get a head start on their technical training at the college level. Students who successfully complete their 2+2 Computer Science, Drafting, Electronics, Horticulture, and Machine programs can enter Springfield Technical Community College with college credit.

* 2+2 offers Pathfinder Regional Vocational Technical High School students an Early Admission option, enabling qualifying students the opportunity to enroll in STCC courses for dual college/high school credit.

**Springfield Technical Community College /**
**Pathfinder Regional Vocational Technical High School**
**2 + 2 ARTICULATION PROGRAM**

| PRVTHS Program | STCC Program | College Credits |
|---|---|---|
| Computer Science | Computer Information Systems/ Data Processing | 4 |
| Drafting Technology | Mechanical Technology: Computer-Aided Drafting & Design Option | 3 |
| Electronic Technology | Electronic Technology | 5 |
| Electronic Technology | Bio-Medical Instrumentation Technology | 5 |
| Horticulture | Landscape/Plant Science Technology | 3 |
| Machine Technology | Mechanical Technology: Computer-Aided Manufacturing Option | 4 |

The STCC / PRVTHS 2 + 2 Articulation Program brochure was funded by the Massachusetts Department of Education - Division of Occupational Education.



BEST COPY AVAILABLE

Chicopee Comprehensive High School/Springfield Technical Community College

# 2+2 = College Credits Now!

- **The coursework you are doing now can give you up to 7 credits in the STCC Civil Engineering Program.**

☞ See your instructor for more details on the STCC/Chicopee Comprehensive High School 2+2 Articulation Program.

The following articles have been omitted due to copyright restrictions:

LaBorde, Ted. "Vocational Students Getting STCC Boost". Union News. June 6, 1990.

Hebert, David. "Program Helps Students Prepare for College". Union News. September 5, 1994.

# *Mission Statement*

**Springfield Technical Community College**

*Education contributes to the quality of life and living, and therefore the College employs the highest standards in the delivery of its unique and diversified programs and services to its customers. The College assists individuals to develop the capacity for critical thinking; the ability to communicate; an appreciation of the arts, sciences, and humanities; and an understanding of the technological nature of modern society.*

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

Springfield, Massachusetts 01105